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THE RATIONAL METHOD IN READING :

BY
EDWARD G. WARD



PRIMER
• PART I •
READING BY THE WORD METHOD
• PART II •
SIGHT AND PHONETIC READING
COMBINED

SILVER BURDETT & COMPANY

Edw. T 758.97.890



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PICTURE FOR A STORY.

THE RATIONAL METHOD IN READING

*AN ORIGINAL PRESENTATION OF SIGHT AND SOUND WORK
THAT LEADS RAPIDLY TO INDEPENDENT AND
INTELLIGENT READING*

BY

EDWARD G. WARD

ASSOCIATE SUPERINTENDENT OF PUBLIC INSTRUCTION, BROOKLYN, N.Y.

*ASSISTED IN THE PREPARATION OF THE LESSONS BY
MRS. ELLEN E. KENYON-WARNER*

Primer (FIRST HALF-YEAR'S WORK)

PART I. READING BY THE WORD METHOD
PART II. SIGHT AND PHONETIC READING COMBINED



SILVER, BURDETT & COMPANY

NEW YORK BOSTON CHICAGO

1897

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THE
RATIONAL METHOD IN READING.

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Material: Conversations.

First
Year.

PART I.—Reading by the Word Method.
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FIRST READER.

Material: Conversations and Stories.

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PHONETIC CARDS —

FIRST SET. To Accompany the Primer.

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Norwood Press

J. S. Cushing & Co. — Berwick & Smith
Norwood Mass. U.S.A.

PREFACE.

THE special purpose of the Primer and the first two Readers in this series is to put the child, within a year and a half from his entrance into school, into possession of a complete *key* to English Reading; so that, should his schooling then cease, his ability to read would nevertheless "grow with his growth and strengthen with his strength."

The method here introduced is a combination of the word (or sentence) method and the phonetic method. It differs in many essential respects from any before presented, the differences being based upon principles not hitherto clearly understood, or, at any rate, not properly recognized.

The books provide material for part of the work, and indicate, therefore, but part of the method. The rest, both work and method, must be sought in the *Manual*, without a careful perusal of which *no one should attempt to use the books*. The study of the *Manual*, though so important a matter, will not be found difficult, since the directions are comparatively few, are logically grouped, and are clearly and simply expressed.

Those who would have success in the use of the books should follow these directions implicitly during the first year. They will then know the method, and understand the underlying principles, well enough to be safe in making such deviations from the beaten track as may seem to them good.

The *method* embodied in the series is an outgrowth of the author's study, observation, and experimentation in the public schools of Brooklyn; the *lessons* are mainly the work of *Mrs. Ellen E. Kenyon-Warner*, whose rare skill and patience, no less than her practical acquaintance with class-room work, have rendered her an invaluable assistant.

The publishers have beautified each book by the insertion of two reproductions of famous paintings and two colored story-pictures. These should be used as material for language lessons.

AUGUST, 1896.



C. Burton Barber.

FRIENDS OR FOES?

PRIMER.

PART I.

READING BY THE WORD METHOD.

I	you	see
---	-----	-----

I see!

I see you!

I see!



Do	do	me
----	----	----

See, see, see.

See me.

Do see.

Do see me.

Do you see?

I do see.



Do you see me?

I do see you.

Do I see?

You do see.

Do I see you?

You do see me.

I see; do you? *bc*

I do.

You see; do I?

You do.

Jack	sees	Does	does
------	------	------	------

See Jack.

Do see Jack.

See me, Jack.

Jack, see me.

Do see me, Jack.

I see you, Jack.

Do you see me?

Does Jack see?

Jack sees.

Jack does see.

Does Jack see me?

Jack sees you.

Jack does see you.

I see; you see; Jack sees.

I see you.

Jack sees you.

Jack sees me.

Jack, Jack, see me.

Do see me, Jack.

Jack does see you.

Do you see Jack?

Well well and



You and I.
Jack and I.
You and Jack.
You and Jack and I.
Jack and I see.

You and Jack see.

Do I see well?

You do see well.

Does Jack see well?

Jack does see well.

You see well.

I see well.

Jack sees well.

Jack sees you and me.

Jack sees you well.

Jack sees me well.

Well, Jack!

Well, well, well!

See Jack and me.

I see you and Jack.

I see you well.

Look look looks at

Look, look, look.

Look at me.

Look at me well.

Do I look well?

You look well.

You do look well.

Well, look at Jack.

Does Jack look well?

Jack looks well.

Jack does look well.

Jack looks at you.

You look at me.

I look at Jack.

Does Jack look at me?

Jack looks at you.

Jack looks and sees.

Jack and I look.

Jack sees me look.

Look at me, Jack.

Do you see me look?

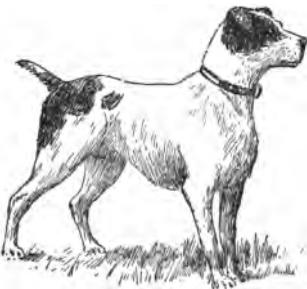
You and I and Jack look.

Look at Jack and me.

See me look at Jack.

See Jack and me look.

a dog the dog



I see a dog.

Do you see a dog?

Does the dog see me?

Look at the dog.

Does the dog look well?

The dog looks well.

You and I look well.

Look well at the dog.

Does the dog look at me?
The dog looks at you.
See the dog look.
The dog sees you and me.

Does a dog see well?
A dog sees well.
A dog does see well.
Do you see a dog?
I do see a dog.
I see you and the dog.

Look at dog Jack.
Look well.
I do look well.

I see the dog.
Does the dog see me?
Dog Jack does see you.

Look at the well, dog.
The dog does look.
Does the dog see?
The dog sees the well.

•
The dog sees you.
Well, I see the dog.
The dog sees me.
Well, you see the dog.
Look, dog, look at me.
Look at Jack and me.
The dog looks well.

not

Do not look.

Do not look at me.

I do not look well.

Look well at the dog.

The dog looks well.

Does Jack see a dog?

Jack does not.

Does not Jack see?

Jack does see.

Jack sees well.

See the dog look.

I see a dog. Do you?

I do not. Does Jack?

Jack does not.

The dog does not see you.

You do not see the dog.

Look well and see the dog.

Jack and I do see.

Does not the dog see you?

The dog does.

Does the dog see Jack?

The dog sees Jack and me.

Does the dog look well?

Look at the dog and see.

The dog does not look well.

I see the dog does not.

Does a dog see well?

A dog does. I do not.

Does Jack see?

Jack does not see well.

See! The dog looks well.
The dog looks at Jack.
Jack looks at the dog.
Jack does not look at me. The dog
does.

Do look at me, Jack. See! the dog
does. The dog does well.

a boy	the boy
a girl	the girl

A boy and a girl.
A girl and a dog.
A dog and a boy.
See the boy.
Look at the girl.
Jack sees a boy.



I see a girl.

The boy sees a girl.

The girl does not see the boy.

The boy looks at the girl.

The girl looks at Jack.

The boy and the girl see me.

Does the boy look well?

The boy looks well. The girl does not.

Do I see a girl?

You do not. You see a dog.

Not a girl do I see.

Not a boy does Jack see.

Does a girl see?

A girl sees well.

Does a boy see?

A boy looks and sees.

I see the boy and girl.

The boy and girl see me.

The boy looks at the girl.

The girl looks at the dog.

The dog looks at me.

like	he
likes	He

I like Jack. Does Jack like me?

He likes you well.

Does he like the boy?

He does not.

Does he like the girl?

He likes the girl.

Well, he likes you.

Not he.

Does the girl like me?

The girl does not. The girl likes me.

Does the boy like the girl?

He does not; he likes Jack.

Jack likes you and me.

You and I like the boy.

You look like a boy.

Well, you look like a girl.

Does Jack look like me? Does he
look like a dog?

He does not. He looks like a boy.

See the girl, Jack; see the girl!
Do look! do!

She she

Does the girl like me?

She likes Jack and me.

Does she look like me?

She looks like the boy. She does not look like you.

Does she see well?

She sees well.

Does she look at you?

She does not. She looks at the dog.

Does she look at Jack?

She looks and she sees.

She does not look well.

Does Jack look at the girl?

He does. He looks at the girl and me.

Do you like me, Jack?

I do, boy, I do.

Does the girl like me?

She does. She likes you well.

Well, I like you and the girl.

Am	Are	Is
am	are	is

Is Jack a boy?

He is not. He is a dog.

Am I a dog?

You are not. You are a boy.

I am Jack. I am not a dog. I am not like a dog.

I am a boy, not a dog.

You are like me; are you not?

Look at me and see.

You are a boy. You are like me.

You are not like the dog.

You are a dog, Jack. You are not like me.

The girl is not like the dog? She is like me. She looks like me.

Well, I like the girl.

Are the boy and the girl well?

He is well; she is not.

She looks well; he does not.

Look at me, girl; are you well?

I am well, boy. Do I not look well?

You do look well. You look like Jack. He looks well and he is well.



want wants bread good



Look at Jack.

I want you, Jack.

He looks at the
bread.

He looks at me.

Does he want the
bread ?

He wants the bread.

Is the bread good ?

The bread is good..

Jack is a good dog.

He likes good bread.

Am I good ?

You are good, and Jack is.

Is the bread good ?

Are the boy and girl good ?

The boy and girl are good.

I am a boy. I am not a girl.

I want bread.

Does the girl want bread ?

She wants good bread.

She likes good bread.

eat	eats	to	it
-----	------	----	----

Look at the dog.

He looks at the bread.

He wants it. He wants to eat it. He
sees it is good. It is good to eat.

Is a dog good to eat ?

Am I ? Are you ? Are the boy and
the girl ?

I like to eat bread; it is good. I eat it and eat it.

Am I good like you?

You are. You are a good, good boy.

Are you good?

I am. I am good like you.

Is the bread good to eat?

It is good. I eat it, and you eat it. The boy eats it. The girl eats it. She wants the boy to eat it. He wants to eat it.

I want bread to eat. I like it.

Does the girl want Jack to eat?

She does. She likes to see Jack eat.

Does Jack want to eat?

He does. He wants to eat bread.

him	her	give	gives
-----	-----	------	-------

The bread looks good.

It is good. I want it. Give it to me.

Jack wants it. Do give it to him.

I do not want to. I want to eat it.

The boy eats bread. I give it to him.

He gives it to the girl.

Is it her bread?

It is not her bread. I give it to her.

I give her good bread. She gives it to the boy. She likes him. He is a good boy.

I give him bread to eat. I like to see him eat.

Is the girl like him?

She is good like him.

Is he like her?

He is good. I like him. I like her.
She likes him. He likes her.

See her give him bread. He eats her
bread. I like to see it. It looks good,
does it not?

What what That that

What is that? I do not see it well.
It is bread. That is what it is.
Is that bread good? Is it good to eat?
It is good to eat.
That boy wants it.
What boy wants it?
That boy at the well.
At what well?
At that well. Give it to him.

See that! He
does not want it.
What am I to do?

Give it to that
girl.

What a good
girl that is! I
give her bread.
She gives it to
that dog.

What? What
does she do?

She gives her bread to that dog.

Dogs like good boys and girls.



What does a girl like to eat?

What does a boy like?

The girl and the boy like bread.

What does a dog like to eat?

What do you like? Do you eat bread?
Not that bread; it is not good.

ail	ails	ill
-----	------	-----

What ails that dog? What does ail him?

He is ill. That is what ails him.

He does not look ill. He looks well.

He is ill. He does not eat.

Does he not eat that bread?

He does not. He does not want to.

Well, what ails that girl?

She is ill like the dog. She likes bread.

She eats it and eats it.

Is that what ails her?

That is what ails her.

Is it good to eat like that?

It is not good.

I am not ill. Are you?

I am not. That boy is ill.

What ails him?

He eats and eats like the girl.

What am I to give him?

Give him that and that.

Give him what? I do not see.

have	has	too
------	-----	-----

What has that boy?

He has a dog.

Have you a dog, too?

I have a dog, too.

Give him that bread you have.

The girl gives him what she has.

The boy gives him what he has.

Does he eat it?

He does not. What ails him?

He does not like bread. He is too ill to eat. He is too ill to look.

What a good boy you are! You have bread. You give it to the girl.

She is good, too. She gives her bread to me.

You and she are too good.

Do you like to eat?

I have to. I do not like to. I am ill.

That boy has to eat, too.

What does he have to eat?

He has what he likes.

Well, what does he like?

He likes good bread.

make makes fruit much



What is that, Jack?

That is fruit. Does it not look good?

It does look like good fruit.

Have you much fruit?

I have what you see.

Well, do not eat too much. Too much fruit makes boys ill.

Fruit does not make me ill. It makes me well. It does me much good.

Make the dog eat fruit, too.

I do not like to. It makes dogs ill. Dogs do not like fruit. That dog likes bread.

Does the girl make much bread? Does she have to make it?

She has to. She makes it to eat. I have to make bread, too.

Do you make much?

Not much. I do not like much bread. I eat much fruit. Jack eats much bread. He eats too much.

What Jack eats too much? Jack the boy? Jack the dog? What Jack? Jack the dog eats too much. Does he eat too much fruit? He does not. He does not like fruit much.

Here here any some

Have you any fruit? I have some here. Do you want some? I do not want any. The girl wants some. Here is some. Do not give her too much. She is not well. She is ill. What ails her? She eats too much. That is what ails her. Well, do not give her any fruit.

What makes you like fruit? It is good. Have you some here?

I have not any here. I have some at the well.

Does any boy here want fruit ?

Does any girl want some ?

I do not eat fruit. I want some bread.

Here, Jack ! Here is some bread.

Do not give Jack that. Give it to me.

You are a boy. You are Jack. That dog is Jack, too.

Make Jack look at the fruit. Make him eat some.

Here, Jack, look at that.

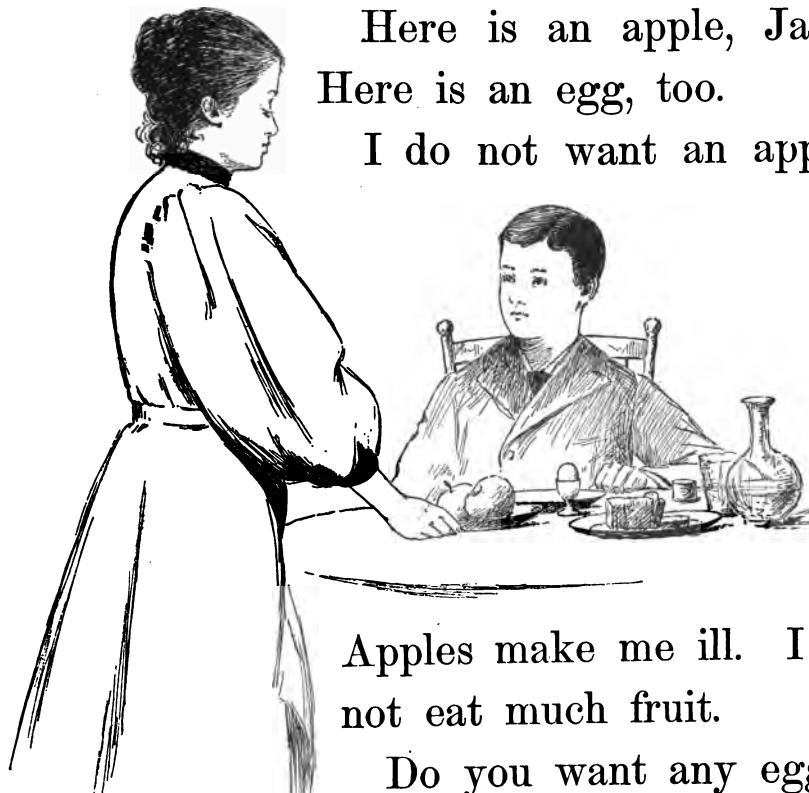
He does not look. What ails him ?

What ails him ? Look and see. Well, well ! What a dog you are, Jack ! What a dog you are !



an apple apples egg eggs

Here is an apple, Jack.
Here is an egg, too.
I do not want an apple.



Apples make me ill. I do
not eat much fruit.
Do you want any eggs?
I have some. I like eggs and bread.
The boy wants to eat eggs.

Give him some. Give the girl an egg, too. She has some fruit.

The girl does not want an egg. She wants some apples.

Well, do not give her any eggs. Give her what she wants. Give her some fruit. Give her some bread, too. Do not give her too much. Do not make her eat too much.

What makes you look at me?

I like to look at you. You are good to me. You give me apples and eggs.

Well, here is an apple. Here is an egg, too. Look at Jack, not at me. I do not like it. Jack does.

What a good girl you are! I have to look at you. I like you.

Can can of milk

A can of milk.

Here is a can of milk.

Can I have any of the milk?

You can have some of it. You can have an apple, too. And you can have an egg.



You are too good to me.

Am I good to you? Well, I like you.

You are good to me, too.

What is that? Is it milk?

That is a can of milk. It is good milk, too. That is what I like.

I want some of it. Can I have any?

I can not give you much. Have some of the fruit. Have an apple and an egg.

Apples and eggs are not good. I do not want any. And I do not want any fruit. Fruit makes me ill. Give it to Jack. Here he is. He has not any fruit.

Jack's	boys	dogs	girls
they	boy's	dog's	girl's

What do boys and girls eat?

Boys and girls eat bread. They eat fruit, too. And they like milk.

Do the boys make bread?

They do not. The girls make it.

Do dogs like bread?

They do not. They can not eat it well.

Well, give Jack's dog some apples.

Dogs do not like apples. They do not like any fruit. They cannot eat it.

What are you, Jack?

I am a dog; a good dog.

Are you a boy's dog?

I am not. I am a girl's dog. Boys are not good to me. They make me eat bread. I do not want to. What the girls give me is good.

Well, here is some fruit. That is good.

I do not want any of it. I want some of that milk. It looks good.

That is Jack's milk. He wants some of it. And some of it is not good.

Well, I do not want Jack's milk. I am not Jack's dog.

Go go goes going for

What are you eating?

I am eating some fruit.

Do not eat that. It is not good for you.
You are not looking well. Here is some
milk for you. I have a can of it. Here is
an egg, too.

Are you going to make bread?

I am. I am doing it for you. Bread is
good for you.

Do the boys go for milk?

They do not. The girls go for it.

Do the boys like milk?

They like milk and fruit.

Go for the milk, Jack. Here is the can.

I can not go. I have to see a boy.

I do not like Jack. He does not go for the milk. The girl does. She goes for the bread, too.

Go for the milk, Jack. Go, go, go!

Is the boy ailing?

He is not. He is well. It is the girl that is ailing.

What ails her?

She goes for milk too much.

Can Jack see her do that?

He can and he does. He is not a good boy.

Make him a good boy. Make him go for milk. Make him go for eggs, too.

I can not do it.

Well, I can; I can; you see.

drink drinks in take takes



I want a drink of milk.

Here is the milk in the can. Take a
good drink of it. It will do you good.

Do the girls drink much milk?

They do. It is good for girls and boys.
They are going for some.

Take the can, girls, and go.

Take the dog, girls. He wants to go, too.

For good boys I have fruit. For good girls I have milk. They like what I have.

Take some of the fruit, Jack. Drink some of the milk, girls. Take an egg and an apple.

Go for the milk. It is in the can. The can is in the well. Take the dog. Do not give him any.

Well, well, well! What is that dog doing? He is drinking the milk. He drinks and drinks and drinks. Jack takes the can. He drinks some, too. The milk is going.

Look in to the can. Can you see any milk in it?

I can not see any.

Jack and the dog like milk. They like it too well. They drink too much of it. That is not good. I do not like it.

Where where There there all

Where are all the boys and girls?
There they are, drink ing some milk.
Take all you want. I have some here,
too. You can have all there is.

Where do you go for milk?
I go where Jack goes. He goes where
there is good milk.
Does he go for eggs, too?

The boys are look ing for me. They do
not see where I am.

I am in here, boys. Look in. See what

I am doing. There are some apples here. They are in a can. I am eating some. Do you want any? You can all have some. You can take all you like.

Where is that boy? I want him.

There he is; he is ailing. See, he looks ill. Do make him well.

There, boy, take that. Drink it. Drink it all. It is good for you.

He takes it. He drinks it all. That is good.



Will will old cow cows

Will, go for the old cow. Will you? I can not go. What do you want of her?

I want to milk her. I want milk for the boys. They will all want some.

There is a can of milk.

Where is it? In here?

It is in the well. Look, and you will see.

Is that all there is? That will not do at all. It is old milk, too. It is too old for me. I do not want any of it.

What are you eating in there?

I am not eating. I am drinking milk.

Well, I am going for some, too.

Where will you go for it?

To the old cow. There she is. Here, old cow! here, old cow! Give me some milk.

Some old cows are good. They are willing to give milk. That old cow is not good. She will not give much.

Come come comes play plays with

Come and play with the dog.

Come here, dog. Jack
wants to play with you.

He will not come. He
wants to play with the
cow. There she goes. She will not play
with him. She is too old to play. And
she does not like dogs.



Do any cows play?

They do not. They can not play at all.

Can an old dog play?

Any dog can play. That old dog likes
to play. It is all play with him. He
plays too much for me. Come with me
and see him play.

There goes Will with the dog. Where are they going?

They are going to play.

I am going, too. Come with me, will you?

I can not come. I have to milk the cow. See, I have the can with me.

water	full	out
-------	------	-----

Here, Will! I am out of water. There is not any in the can. Go for some water. Go out to the old well. The water there is good.

I can not take the can. It is full of milk. Can you not do without water?

I can not. Where is the milk? Give it to me. I will take it out. There! take the can with you.

I can not go. There is an old cow there. You come with me. I will not go with out you.

Has the water come? Is Will here with it? Is the can full of it? Where is it?

The water has come. The can is full of it. It is out here. It is good water.

Do not drink all the water. Give the old cow some. Here, old cow! take all you want. What a good old cow!

Go out and play, boys. Take Jack out with you. He is full of play, like you.

them	We	we	us
------	----	----	----

We play with the dogs. We like them. They like us, too. They come to us for

water. They look at us. We give them a can full. They go out full of play.

Cows do not play. We can not make them. They do not like to play. That cow is too old, too. What she likes is eating. She likes to drink, too. She drinks that good well-water.



The boys are going some where. They want us to go with them.

We can not go with them. We can- not go any where. There is too much to do.

They will want to eat and drink. We will give them an

apple. We will give them an egg, too. We will give them all the milk. There is a full can. Take it all, boys; take it all.

Look at us, boys. See us go to the well. The cow goes with us. She wants water. She looks to us for it. She cannot go for it. She has not any can.

Tell	tell	Let	let
------	------	-----	-----

Tell us where you are going.

I can not tell. Will does not want me to.

Well, let me see; I can tell. You are going to the water. The dogs are going with you. Do not let them go into it. Tell Will not to let them.

They are not going with us. We will not let them. We want to go without them.

Jack is playing in the water. We do not like him to do that. Tell him to come out.

He is looking at us. He will not come out. He is too full of play.

Well, let us go. Let us go for some milk. We will have a good drink.

Jack can not have any. He is not good. Tell him that, will you?

Let Will go with us. Tell him we want him.

Yes	No	no
-----	----	----

There is no water. I have to go for some. Will you come with me?

Yes; and we will take Jack.

No, Jack cannot come with us. He likes to play too much.

Yes, he does like to play. Well, let us go without him.

No, no, Jack, you cannot come. No, no, I tell you. Go with the girls for the cow.

Is he going?

Yes, he is a good dog. He does what I tell him to. There is no dog like Jack.

The old cow is looking at us.

Does she want some water?

Yes, she does. Let her drink all she will. We like you, old cow.

Yes, yes. You are a good old cow. There is no cow like you. There is no dog like Jack.



mak ing	giv ing	com ing
---------	---------	---------

What are you mak ing, girls ? Let me see. Is it bread ?

Yes, we are mak ing bread. It is for that boy. He is good to all. See him giv ing the dog a drink. All the dogs like him. See, he is giv ing the cow an apple. She likes him, too.

He is mak ing you good, too. You want to do what he does. Look ing at him does you good.

Are you com ing with me ?

No, I can not. Jack is com ing to see me. He will want me here. The cow is com ing, too. I have to milk her. You will

have to go with out me. Go with out any of us.

What are you giving that dog? Eggs? No, I am giving him apples.

I will not let you give him apples. They are making him ill. Do you not see they are?

No, I do not. He is not eating them. I do not let him. I am giving him play apples. I am making them of bread. He plays with them; that is all.

lik ing	hav ing	tak ing
---------	---------	---------

The dog has no lik ing for bread. He goes out with out tak ing any.

Where is he, Jack?

He is having a good drink. He is out at the well. Let us go and play with him.

What are you taking with you?

A can of milk to drink. I have a liking for milk. You can have some, too, Will. The can is full.

See! There are some boys out there. What are they doing?

They are having a good play. The girl is playing with them. It will do her much good. I let her go.

Jack, Jack! The dog is taking your milk. He will drink it all. What a liking he has for milk!

Jack will not let the dog do that. He does not like that play. He is taking him to the well. He is giving him water to drink. That is all he can have.

How stay stays picture



How good the water looks! Let us stay
and look at it. See! there is a boy in it!
Well, well! it is I. And there *you* are,

too! We are here; we are in the water.
How is that? I can not make it out.

We are not in the water, Jack. The water
makes a picture of us. That is all.

Is that a picture? It does all that I do.
It goes where I go; it stays where I stay.

It is a picture for all that.

How do you make that out? How can
the water make a picture?

I can not tell you how. You see it does
make it. That will have to do. Come, let
us go for the cows.

Will the picture stay here?

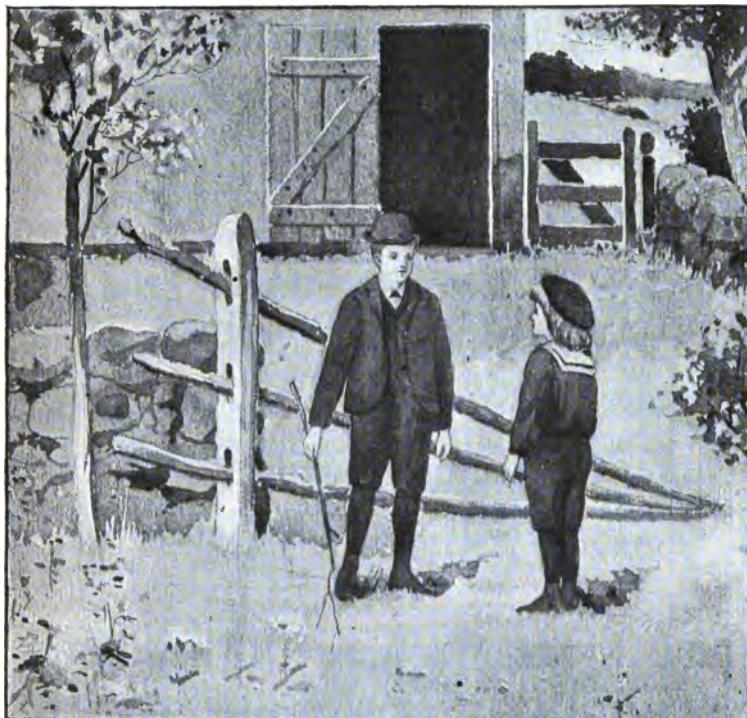
It will not.

Will it go with us?

No, it will not. It will not go and it
will not stay.

How is that? I can not make it out at all.

home day again Frank



Come with me to the water, Frank. I
want to see the pictures again.

I can not go to-day. There is too much

to do. The cows have not come home. I am going to look for them. I have to go for bread, too. And we are out of eggs again. Stay home to-day, like a good boy.

I will, Frank. And I will go for the bread. I will look for eggs, too. I will do all I can for you.

You are a good boy, Jack. Stay home. The water will not go. It will stay home, too. Some day we will see it again. It will make us pictures again. We will take dog Jack. It will make a picture of him.

Frank is home again. He has the cows with him. Jack is home, too. He has the bread and the eggs. Will Frank take Jack to the water? Will he take him to-day? Is there too much to do?



PICTURE FOR A STORY.

PRIMER.

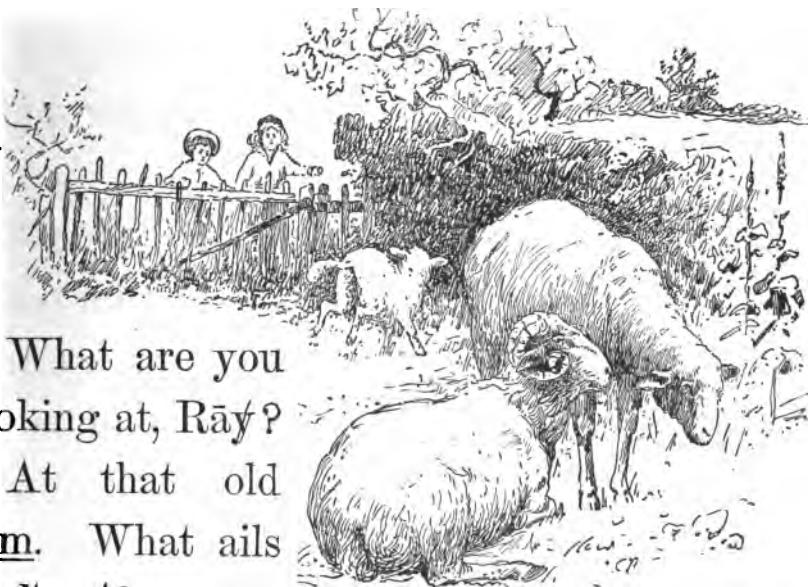
PART II.

SIGHT AND PHONETIC READING COMBINED.

TO THE TEACHER.—Do not begin to use this part of the book until you have fully carried out the instructions given in the Manual under the heading, “Second Stage of the Work.”

By way of preparation for each lesson, have the phonetic words that occur therein, written on the blackboard with the proper marks, and read by the scholars (several times, if necessary) as a blend-drill.

PHONOGRAMS.—f, l, m, n, r, s,—ā, ē, ō,—ight, ights, ing, ings.



What are you
looking at, Rāy?

At that old
ram. What ails
its knēe?

I'll go and see. Where is the ram?
In the fold. There is a lamb there, too.
Oh yes! I see them. The lamb is playing.
Let us go in and look. We can not see
well here.

Do not go in to the fold. The ram likes
to fight.

He will not fight me. He likes me too
well. I give him water.

Come, old ram! Let me see your knee.
Let me see it, I say.

Is that a nail in it? No; it is not. I
see what it is. I will take it out for you.

It will not heal with out water. Come
to the rill with me. The water will make
your knee well. Come, come, I tell you!

The old ram will not go. He does not
know much.

Did did

Where are you going, Sam?
I am looking for that rat.
He ran out here. Did you
see him?

Yes, I did. What a fat rat he is! He
sat looking at me.

Has Jack seen him?

I do not know.

Where did he go?

I cannot tell you. I did not see where
he ran.

Here, Jack! Go for the rat. Did you
see him eating your meat? He might
have eaten it all. I have seen him in the
meal, too. We cannot let him do so.



Go for the rat, Jack! Where is he?
You do not seem to know. Did you not
hear him?

That is right, Nan. Take Mat out to
play. Do not let him fall. Let him play
in the sand. Make him a seat there.



Here we are, Nat! Let us play in the
sand. May I sit here with Sam? He has
a good seat.

Yes, and May may sit there, too.

Take a seat here, May.

I do not want a seat. I want to mold with sand. I will mold a cow. What will you mold, Nat?

I will not mold. I will sit here and sing. I want to look at the sea.

What is that out there? Is it land? I cannot see it well.

Is not your sight good?

Yes, it is. There is too much light.

Look at Mat! He will fill your ear with sand. Do not do that, Mat. We will play with you.

Let us all form a ring. We'll sing for Mat. Do not sing so low, Nan.

Mat sings, too, like a good boy. He sits in the ring and sings.

What is that, Māy? Can you tell me?

It is a gnat. There are a good many here. Will you have a fan?

No. I do not like it here. Let us go for a sail.

Do you mean to take Mat?

Yes. Have you given him some milk?

Yes, and some bread, too.

You're a good girl, Nan. We cannot do without you. You māy come with us.

on end

Can you knit, Māy? Can you knit a mat?

Yes. I can knit a mitt, too. I can knit without looking.

Are you making a mitt? Is it for Rāy? Will it fit him?

Fold the mitt and lāy it here. We want you to come and play. Here is Māy, girls.

Where did you lāy your mitt, Māy?

On the end of the seat.

Jack will make an end of it. He is full of play.

He'll not see it. He is here with us.

Go and take it in, Māy. It is not right to lāy it there.

I'll send Mat for it. Tell him to go, Rāy.

I did tell him.

Did he hear you?

Yes, he did. There he goes.

Here we are at the rill. Take the oar, Māy. Where is the water going? Does the rill end anywhere?

The rill goes on and on. It goes to the sea. That is the end of it.

Has the sea any end? Does it go on and on, too? Does it go like the rill?

No, it is not like the rill. It has nowhere to go. It has no end.

other	one
-------	-----

Where are we going to play?

Right here on the old scow. We can have a sail.

We cannot sail on the scow. One end is on the land. The other is full of sand.

Well, we can play we sail. One end is in the water. We will play on that one. We will not look at the other.



See me rōw. I'm giving you all a sail.
Let us all rōw.

Look at that ēel. Here is another one.
There are a good many of them.

Look out, Jack! You'll fall in. That
will end your playing.

Do not tell me that. I ~~know~~ too much to fall in.

What is that, May? It looks like an egg.

It is not an egg. There! Jack is in the water! Well, well! some boys do ~~know~~ so much!

kind ever

Mother is canning fruit.

What kind of fruit?

Oh, many kinds. It is all good fruit. Mother does not can any other kind.

Does she ever can apples?

No, never. We never see apples in cans.

What kinds of fruit are good for canning?

Whatever kind you like.

Does your mother ever can any fruit?

Oh, yes. She likes to do her own canning. Some fruit is sold in cans. She does not like that kind. She'll can a good many kinds.

thing	put
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What is that thing? Tell me, Ray.

I do not know. Sam will tell you. He put it there.

What is that thing for, Sam?

It is to play with. Do whatever you like with it.

May I put sand in it?

Yes. You may put water in it, too. It is a watering can.

I do not see anything to water. I do not want the can. Where am I to put it? Do tell me.

Put it anywhere you like. Is it full of water?

No; I did not put any water in it. I'll put it with the other playthings. I'll put them all to rights.

That is kind of you, Will. Here is something good to eat. It is an egg and some meat. Come, Jack! You may have some, too. Jack likes good things to eat. All dogs do.

What do you say, Jack? Say something good for the meat. That is a good dog.

May I give Jack some bread? No, he does not like it.

ate



Let us all take seats. Let us play it is
night. There is not one rāy of light.

How do you do, Rāy? We are playing
it is night. We cannot see, can you?

ow do you play it is night? Let me
Māy Jack and I play, too.

ck does not know how. He will not
what we tell him. He wants to see the
s. Dogs can not play what we are
ing. You might have known that.

is not night. Rāy and I can see the
Let us have something to eat. Tell
what *you* will have.

ot much of any thing. I'm not well.
ake a drink of water. Is the can

l, yes! let us play we're ill. Here is
She'll play, too. Has she eaten
thing?

ow do you do, Māy? Did you see us
eating? I'll tell you what we are
ing.

Jack ate some meat and an egg. Sam ate some bread and milk. I ate bread without milk. Rāy ate some fruit. He ate too much. He is ill. It is all play.

I am ailing, too. I can not tell you how ill I am. I did not have anything to eat.

We will give you some apples. Fruit will not make you ill. It will do you good. How many apples will you have?

Here is a drink of milk, Rāy. How much do you want? I will put some water in it.

No, do not do that. I do not like milk and water.

Well, do not make a fuss. I'll not put any water in it. See! I cannot do so. There is no water here.

seed	grass
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What kind of seed is that, Sam? Where are you taking it? Your can is full of it.

It is grass seed. I am going to sōw it. Do you want to come with me?

Yes. Let me see how you do it. May I sōw some of the seed? What is grass good for?

We like to look at it. The cow likes to eat it. The lamb and the ram like grass, too. It makes them fat to eat it.

Is it not late to sōw grass seed?

Not too late. One cannot sōw it in the snow.

Will you mōw the grass in May?

Oh, no! not in May. There is never much grass in May. You may water the grass seed, Fan.

Will you lend me your watering can?

Yes. Send Jack for it.

Here is Jack with the can. It is full of water. Did Nan fill it for you, Jack?



Good Jack! You are a knowing dog! Good Jack! There is no other dog like you.

What a fuss you make with Jack!

Well, he likes it.

What ails the can? The water will not come out. I cannot water the seed with it. You will have to mend it.

It is all right. Mat put sand in to it.
There! I have taken it out.



Did you do it with that tool?

Yes; it is a good tool for that.

Water, water, fall on the seed. The
seed will swell. The grass will come
with out fail.

How will it come, Sam?

No one can ever know that.

this way

Look this way, Ray. What is the mean-
ing of this? Jack and another dog are
fighting.

The other dog ate Jack's meat. It lay
on the grass. He did not know Jack put
it there.

Do not let them fight. Send the other dog away.

I'll put an end to this fight. Look out, Jack! Do you see this can of water?

There it goes! And away go the dogs!

That is a good way of ending a fight. May I put the can away?

Yes. What is that other dog's name?

It is Lēō. He comes here and fights with Jack. He comes with Nat Mōōrē.

Is this Nat Mōōrē?

Yes, this is Nat.

Well, Nat, do not let your dog fight.

Dogs *will* fight. It is a way they all have.

It is not a good way. I do not like fighting dogs.

You cannot know Lēō without liking him. He is a good dog. I will not let him fight any more.

horse Mr.



What a lēān old horse! He is lāmē, too. Is he for sālē?

No, he is sold. We sold him to Mr. Mōfrē. He is sāfē with him. Mr. Mōfrē is a kind man.

I like a horse with a good mānē. This one has not much of a mānē.

It is all the sāmē to Mr. Mōōrō.

Do not fear, old horse. You'll have little to do. You'll have much to eat. You're going to Mr. Mōōrō. You'll like him. He is a good kind man.

He does not want to go away. He likes us all so much.

He is too old and slōw for us. Mr. Mōōrō wants him for the mōwing. An old horse can do that.

He is a good old horse. We all like him. We do not want him to go.



I will give him this apple. See how he takes it. He eats seeds and all.

Here comes Mr. Mōōrō. Old horse, you are going a way.

up	down
----	------

Is this the ram with the sore knēe?

Yes. It is the right fore knēe. See how well it is healing.

How does it feel, Mr. Ram? You did not go down to the rill. The rain did you good. It ran down on your sore knēe.

See him look up at me. He does not know what to say.

The ram's hearing is not good. He is old, like the horse.

I like the old ram. I like the old horse, too. Mr. Mōōrē likes the horse.

Let us go down this lānē. We will go down to the landing. It is near the mill.

Will you go rōwing with me?

Not to-night. It is too late. I like it here in the lānd.

So do I. Hear the cows lōwing. See that falling lēaf. What is this down in the grass?

Do you not know? It is a snail. Do not take it up. I do not like its looks.



I do. I like you, little snail. I will not take you up. I want to see how you go. How do you go, Mr. Snail? Can you hear me? You do not seem to. You do not go like a horse. Look up at me, Mr. Snail. You do not seem to see me. What is that? Is that your ēar? Can you sing? Sam and I can. We can sing well, I tell you.

get	wet
-----	-----

Do not knēel down there in the grass. You know mother does not like you to. You will get wet, Jack. Get up out of the wet grass. See! we are going to have mōre rājn. Let us go in right a way. We can not get to the mill to-night. We are not like your old ram. The rājn will not do us good.

Yes, we'll have to go, Mr. Snail. Mother does not want us to get wet. Good night!

Mr. Snail will get a good wetting. He likes the rājn. All snails like to get wet.

Let us play horse. See how we go up the lānē. We do not go like snails.

Look up there, Jack. Did you see it
lighten? There! The rājn is coming
down.

You are a wet horse, Jack. I am wet,
too. This will not do at all, Mr. Horse.

bird birds from

See the litflē bird up there! Its mate
lit on that other rail. Where did it come
from?



What kind of bird is
it? See it flit from rail
to rail.



Look! here come mōrē birds. I see four.
How frē you are, litflē birds! You can
roām where you will. How do you get up
there? Do you ever get wet?

What are you saying to one an other?
What are you singing up there?

Do not sōar a way from us, little birds.
Let us come near you. Where did you
come from? What do you like to eat?
Tell us. We will get it for you.

Come with us, little birds. We will give
you some bread. Do not go a way from
the railing. I like to see you sitting
there.

There you go! You are up and a way.
You will not come down to me. Do come
down here, little birds!

over now

The rājn is over now. It did not rājn
much in the night. The sand is not wet.

Mat is molding a loaf of bread. I will make a little roll. See me roll it over and over.

Sam is out rowing now. Nan is sowing seed in the sand. It is play seed. It will never come up. Good seed swells with the rain and comes up. This seed will not do so.

Jack is filling the watering can. The seed is all sown. Now he will water it.

This water is from the rill. That is the rill over there. Can you hear it flowing?

I want to see it flow over the sand.

See where Jack is now. How did he get over the rill? What is he getting over there?

Where does the rill come from? Little bird, can you tell me?

S

TO THE TEACHER.—See paragraphs 2 and 3 on page 15 of the Manual; also Phonetic List No. 2.



Is that your knit-
ting, Rōsē?

Yes. I have four
rows to knit. That
is not many, is
it?

Fold it up and
put it away. Now
come and look at the snow. It snows
and snows. See how the snow falls down,
down, down.

Rover sees the snow. He seems to like
it. He goes out and plays in it. See him
rōll over and over.

He hears what we say. He gives one more role. He comes and looks at us. He means to say, "Come out!" He tells us the snow feels good.

Sam goes out, too. He kneels in the snow. He forms a snow man. Do you know what it is, friend Rover?

i y

TO THE TEACHER. — See paragraphs 2 and 3 on page 15 of the Manual; also Phonetic List No. 3.

Did you put this milk over the fire?

No, Rosé did. See how it foams up. It fills the can. Now take it away from the fire. There! It ran over a little.

Rosé comes in too late. She hears what we say. She knows that the milk ran over. She sighs.

Let us see what she will do. We will sit down and look on. Take this stool.

She lāyš out the things for the meal. That knīfē she lāyš for you. The other one is mīnē. Now she takes the ēelš from the firē. How well she did frȳ them!

Ring for the others, now, Rōsē. And give us some light. We can not see to eat without it.

wing	wings	as
------	-------	----

I am a flȳ. I can flȳ up and down. I can light on your nose.

I have wings. They are not like a bird's wings. They are another kind of wings. Do you knōw how many I have?

All wings are to fly with. You have no wings. You cannot fly like me. You cannot fly like a bird. You cannot fly at all. You may as well give up.

I have eyes. They are not like your eyes.

All eyes are to see with. You and I can see. We can see the birds. Can they see as well as we can?

I do not like them to see me. Some birds eat flies. Look at that one. He wants to make a meal of me. I will get out of the way. I may as well do it now.

I can eat and drink. I will take a little of this milk. Did you put it here for me? Do not make me go away. I like milk as well as anything.



Now I am in the milk. I can not get out. My wings are all wet. I cannot fly. Oh! what can I do?

The bird might as well have taken me. I can never get away from here.

be

I am a bird. I like to be up here. That boy can not get me. He has no wings.

He wants me to sit on the railing. He may be a good boy. He may be as good as good can be. I do not know. Birds do not like boys.

I want that fly. He is too near the boy. Now he is lighting on the boy's nose. The boy is lying down.

There goes the fly. Now he is in the milk. He is wet all over. He can not get out.



Go away from there, little boy. Let me come down. I want to get that wet fly.

Now the boy is getting up. He is going away. I will fly down and up. I will have that fly.

It is good to be a bird. It is good to have wings. Boys have no wings. They cannot go where we birds go.

It is well for us they can not. Boys are not all alike. Some are good and kind. Some are not.

Girls are good and kind. They give us bread. They let us go frē. Do you not like them?

There is one now. Her nāmē is An̄. She is as kind as she can be.

Can you see me up here, An̄? See me swing to and frō. I am swinging this way and that.

An̄ swings her can and goes on. She does not see me. Now she is out of sight.

That boy down belōw sees me. He is looking up at me. I will fly away now.

think If if

Oh, fie! what a sly boy you are!
It is not right to tell lies. You may
well sigh! It is
mean to be so sly.

Never tell lies,
my boy! If you
do, you cannot for-
get them. You will
think of them at
night. You will
think of them all
your life.



Here is a boy that never tells lies.
He aims to do right. If he fails, he tells
me so.

See how he looks. You do not hear him sighing. He has not any thing mean to think of. Does he look mean?

If you tell lies, you will look mean. You will feel mean, too.

Now tell me this. How did you get so wet? Did you fall into the rill?

How did you come to be there? Where did I tell you to go?

Yes, to Mr. Mōrē's for some seed. And did you go right there?

No; you like to play too much. Do you think you did right? Good boys never do as you did.

What a fright you have given me! You're as wet as wet can be. What am I to do with you? You'll have no mōrē play to-night.

Do you want me to for give you? I will if you are good. I want you to do right.

Will you do as I tell you? Do you think you can? If you do, I will for give you.

Final k and t.

TO THE TEACHER. — See paragraphs 2 and 3 on page 15 of the Manual; also Phonetic List No. 4.

This is a note to Mr. Mōōrē. Mȳ mother wrōtē it. You māy have seen her sīgn her nāmē.

It is at the end of the note. Here it is, on this līnē. Does it not look finē? I mean to wrītē like that.

I am going to sēal the note. Now I will go and mail it. You māy come, too, if you like.

Come any way, for my sake. We will go this way. It takes us near the lake. The lake is a mile from here.

We may meet Any Moore. If we do, I'll give her the note.

Do you think that can be Any? If it is, we will sit down. I have something to say to her.

Do you see that fine old oak? Near it, there is a good seat.

How do you do, Any? Can you tell me what name this is? Will you take the note for me? If you will, I'll not mail it.

Let us all sit down here. This heat makes me feel weak. How do your feet feel, Any? Mine are a little wet. I didn't know it before.

How is the old horse, Any? Is he as

well as ever? Can he do all your mowing? Does he like to be with you? May I come over and see him?

I think I will, if you say so. I'll come to-night if you like. It is not too late. I think so much of the old horse!

er and ers as terminals

TO THE TEACHER.—See paragraphs 2 and 3 on page 15 of the Manual; also Phonetic List No. 5.

Rosé is a good mitf māker. She never fails to fit.

What is she knitfing now? That is not a mitf. See, it has a heel. What a knitfer you are, Rosé!

Rosé is a good rōwer, too. She can rōw as well as Sam.

She sings as she rōws. Did you ever hear her sing? She is a fine singer. And she can play Sam's fife. She is a good player. She does all things well.

She has fine manners, too. I will say something to her. See how she will answer me.

Rōše, will you sing for us? Do sing, for my sāke. You can sing and knit, too. Sing "Sweet and Lōw."

See, now, how kind she is. She sings for me without making any fuss. Isn't her singing sweet? And isn't she a sweet girl?

Yes, she is. I want to be like her. I never can, I fear. I am too little to rōw. I do not know how to sing. I can be good, if I am little.

Yes, you can be good and sweet like Rōše.

than	day	corn
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An*η* is an other sweet girl. She is neater than I. She never makes any litter. She never gets her feet in the mire.

I want to be like her. I want to be neater than I am.

I can not be like An*η*. Something must ail me. What do you think is the matter?

I'll tell you what it is. An*η* is older than you. She is nine. You are smaller than she. You will be like her some day.

I mean to be, any how.

This is my slate. I wrote that name. It is mine. See what I make in this upper corner. It will be an ear of corn.



Now I will make
another here below.
This is the lower
right corner.

This is the upper
right corner. I will
make an other ear
here.

Now there is one
more lower corner. I will put an ear
there, too.

That fills up all the inner corners. Now
they're all alike.

My slate has four outer corners, too.
Here they are.

What more can I make on my slate?
Let me see. What day is this? I will
write it here. May 7.

That will not do. My slate must be
neater than that. A way it goes!

Now see what I write:

The fīfer fīfes well.

The fly er flies a way.

The knēeler knēels down.

The mill er makes meal of the corn.

The mōwer can mōw the grass.

The rāker can rāke it up.

The sōwer sōws the seed.

The sing er sings like a bird.

The can per cans fruit.

The wrīter can wrīte my nāme.

That will do for to-day. I'll wrīte as well
as Any some day.

I must put my slate a way, now. There
is no mōre day light. It will not do to
tīre my eyes.

I am a horse. My owner is a kind man.
He does not beat me.

He gives me corn. He wants to fatten
me up. I am fatter
than the other horse.
A week ago I did
not look fat at all.



I like corn. Is that
an oat on the floor?
I want that, too.

One oat is not much.
That will not make a feast. I want a good
many.

The oat is a seed. So is corn. My owner
sows many kinds of seed. He sows for days
and days.

I do not go out to sow. I go with him
to mow. He mows grass and other things.

Some of the grass is for me. I like it.
Yes, I like it as well as corn.

I make the mōwer go. Mȳ ōwn er makes
me go. Where we go, down falls the grass.
Did you ever see us mōw grass? Some
day, we will let you.

The boys rāke the grass up. They put
it in to that frāme. I take it with me.
Where do you think I take it? Do you
think I know the way?

I have much to do, I tell you. I have
all I want to eat.

I am out at play now. I fēl lighter
with out anything on me. I like to be this
way. I fēl like a bird to-day. Where
are my wings?

Mȳ ōwn er is coming to seek me now.
He has some thing for me to do.

ó ck

To the Teacher. — See paragraphs 2 and 3 on page 15 of the Manual; also Phonetic List No. 6.



Is that you knock ing,
Leigh?

It is Mr. Morow, I
think.

Tell him to come
right in.

He can not get in.
Something ails the
lock.

Well, Mr. Morow can
mend it. He knows
how. He makes all
kinds of locks. Tell
him to come in the
other way.

How do you do, Mr. Morow? We can not let any
one in this way. You must not let that offend you.

Öh, no, that does not matter! I often come in the other way, you know.

You have come on the right day. We want you to do some thing for us. See this lök. Can you tell what ails it?

I'll take it off and see.

There! now it is off. What do you see that is not right? Is there something that does not fit?

No, I think not. It seems to be a good lök. Something is lost out of this corner. See if it is on the föör. It is a little thing like this.

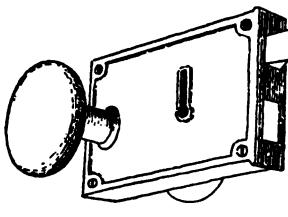
Öh, here it is! Are there many things like that in the lök?

No, little girl, not many. There are föör. See! they are at the föör corners.

Now put the lök on. Let's see if it is all right.

There it is! See how well it löcks. Does anything ail it now?

No, not a thing. It seems as good as ever. Mäy I offer you some of this corn? I think you will like it. It is sweet and good. Mäy wants me to go out with her, now. Good-day, Mr. Mörköw.



which could said



“Where is Röllö?” said Ötö, one day.

“Here I am,” said his little friend. “I am playing on the floor. I like to play in the corner.”

"Which corner are you in?" said Ōtſō. "Ōḥ, now I see you! I could not see you for the rocker. Come, Rölſō; fölſōw me. We will go down to the rocks. Do you like to be near the water?"

"Yes," said Rölſō. "I like it mōrē than playing here. I'll take off my sōcks. I'll give my fēet a good wetting. There are mōrē ways than one to go. Which will you take? We must not get lost, you know. Could we go down this lānē?"

"We'll go this way to-day," said Ōtſō. "I want to see how the corn is doing."


"Ōḥ! there is a little snākē!" said Rölſō. "See how it sneaks away in the grass. Could it do any thing to us?"

"I do not know," said Ōtſō. "We will let it alōnē, and it will let us alōnē. Here we are at the corn. Let us see if it is sweet. Here are some finē ears. Which will you take?"

"This one," said Rölſō. "Yes, it is sweeter than Mr. Mōrē's corn. Now let us go on."



"The rocks are below there," said Ōtſō. "You could not get there without me."

The little boys ran down to the water. They sat on the rocks. Rölſō put his feet into the water. Ōtſō ate some of the sweet corn. They could see the minnows in the water.

Final p.

To THE TEACHER. — See paragraphs 2 and 3 on page 15 of the Manual; also Phonetic List No. 7.

Well, Rölſō! Slēep ing in the day-tīme! And līng all in a heāp, too! Come, get up. Where are your eȳes? Open them and let me see.

Look at the sheēp. See how that lamȳ can leāp. Do you see the reāpers? Do they slēep in the day-tīme? Could you do what they are doing?

There are some boys, too. One of them is Ōtſō. Can you tell which? Here he comes with some corn. It is for supper.

Is the corn rīpe, Ōtſō?



Yes, I suppōsē sō.

Where did you get it?

Down that slōpē where Mat is. He told me how much to take. He said I must take all this. It is too much. See how it makes me stoop.

Lāy it down there. Let's have a rōmp with the lambs. What a fine flock we have!

What an uprōar you are making, Ōtſō! What is the matter?



That old ram wants to knock me over.
 Which old ram do you mean? Let him
 a lone. If you do, he will let you a lone.
 Take up your corn, now, and come a way.

but	arm	hand
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The ram did not but Œtſō. But Œtſō could not take all the corn.

“There is too much for your little arms. We will take some for you,” said Anſ. “Here, Rölſō, take some in your arms. There! that will do. I will take the other ears. See, I have my hands full. Now be off. I will follow you.”

The boys ran down the slope.

“I’ll get to mother before you,” said Œtſō. But he could not. Which do you think beat?

“Here is some corn, mother,” said Rölſō. “Take it out of my arms. Œtſō has his arms full, too. He could not take it all. Anſ has her hands full. It is all for supper.”

"See me take this lēaf off," said Ötſō.

"Let's take them all off."

"That is not a lēaf," said mother.
"Any will tell you what it is. But look
at your hands, Ötſō. Are they fit to
handle the corn with?"

"Oh, no!" said Ötſō. "I did not know
how they look. They want water."

"Yes, and your hands want some, too,
Röllō. Where is the sōap?"



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TO THE TEACHER.—See paragraphs 2 and 3 on page 15 of the Manual; also Phonetic List No. 8.

Mr. Butler is a farmer. He has good butter for sale. See the milk pails and pans. The pails have handles. The pans are without any.

What does Mr. Butler plant? Yes, pōp-corn and rŷe and grass. Can you tell me some other things?

Oh yes. He has peas and beans, too. What do you think he is going to do?

He is going to tie the horse to the post. The horse tries to get away.



It is raining. We must go in. Yes, it is raining more and more. See the rain falling on the stones. How it patters! Now it is pouring. See the water come out of the spout.

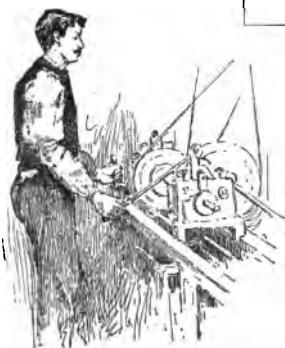
Now we will look out at the rain.

No, look here. I want you to see Pöll. Did you hear her speak? What is she saying? Pöll likes you to praise her. If you do not, she will not like you. So now you know what to do.

I like to tend her. She is so tame. I try to be kind to her. Pray do not tease her. Please say something for us, Pöll. Can you see the rain? Do you know Mr. Butler? Did you see how he ran in with the horse? Here he comes, now. Speak to him, Pöll. Say "How do you do, Mr. Butler?"



who his work



Who is this?
This is Mr. Pratt. He is at work
making buttons.
Did you say butter?
No, no; I said buttons. What
ails your little ears?



And who is this?
This is Mr. Butler. He is a
farmer. He plants and reaps.
He works that we may eat.

Bread comes from the seed he
plants. Do you know how?

Do you
know who
this is?

Yes, that is Mr. Pōst. He is a
pōtter. Do you think he makes
pōts? Well, he does. He makes
plates, too, and many other things.
We eat and drink from them.
Mr. Pōst does good work for us.



Do you know any one who can
pāint?

Yes; Mr. Lamþ can pāint. That
is the way he spends all his tīmþ.
Some tīmþs he pāints his hands.
He does not mean to. See, there
is pāint on his nose, now. How it
makes him look!

Is this a stōrē?

Yes; this is Mr. Meeks' stōrē.
The pāpers you see are his, too.
They are for sālē.

Is it work to ōwn a stōrē?

No, ōwning a stōrē is not work.
But ōwning is not all there is to
do. There is much work in a stōrē. Mr. Meeks
makes his work pāy well.



What other kinds of work are there?

Oh, many, many kinds. All of us must work. That
is what arms and hands are for. Yes, and eȳēs and
ēārs, too. Let us all try to work well.

saw	by	each
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I have come from the lākē.

I saw a trājn standing there. I saw the pēople
get ōff, one by one: I saw others standing by. I
saw them beforē I saw the trājn. Many of them
spōke to one another.

"I have come to meet Any," said one. "She will be here by and by. She will come on this trāɪn."

"I do not know Any!" said another. "Who is she?"

"A friend of mine," was the answer.

"She works too much. It makes



her ill to do so.

She is coming here to get well."

"How late the trāɪn is! It is not in sight. Let us each eat a peach. Reach over here and get one. Whom are you to meet?"

"My mother."

"And you, Mr. Butts? Are you looking for some one?"

"Yes," said Mr. Butts, raising his eyes. "Each of us is to meet some one, I suppose. I am looking for a little girl. I have never seen her. She will have a rose in each hand. That is how I am

to know her. Her name is May Wells. There! did you not hear the train coming?"

"Yes, it must be near us by this time," said another man. "I see the smoke over the trees. Now the train is in plain sight."

We saw the train roll up.

Mr. Butts saw May get off. She did have a rose in each hand. She did not seem well. It may do her good to be here. I saw her go away with Mr. Butts.

Each one saw his friend get off. Each said "How do you do?" Each put out his hand with a smile.

They did not stop to speak much. "Come," said Any's friend. "Do not let us tire out the horses. Let us go right away. By and by it will rain."

And it did rain, I tell you! But I beat the rain. I ran all the way from the lake. Now I want something to eat. I feel as if I could eat you.



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TO THE TEACHER.—See paragraphs 2 and 3 on page 15 of the Manual; also Phonetic List No. 9.

That is Mr. Pratt's old cow. He calls her Kate. She is lying on the grass-plot. Tom Pratt put her there. I saw him tie her up.



The other cattle are in the lot. The colt is there, too. They are all eating clover. The lot is down by the creek.

Did the cow lie right down?

Oh, no. She ate standing up for a time. I saw her try to get away. But she could not, for the rope. Tom saw to that.

Do cows ever work?

Well, not as we do. We have arms and hands to work with. The cow has no arms and hands. But she gives us milk. Her work is to eat and make milk. We could not well do without that; could we?

No; and we could not do without the cream. We make butter of it. So the cow gives us butter, too, doesn't she? Are milk and butter all that we get from the cow?

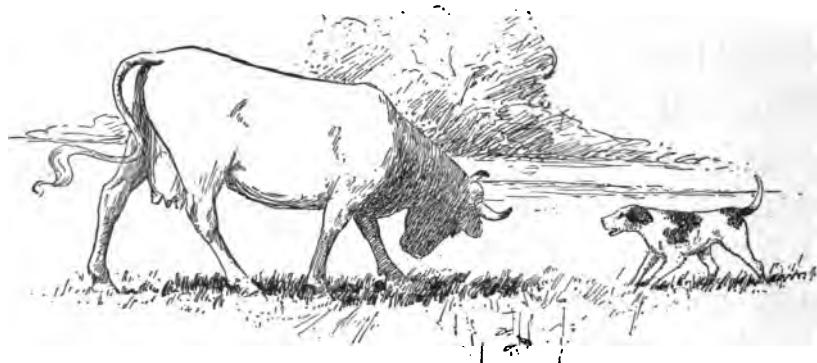
Oh, no. Look down at your toes. What keeps them from getting cold?

Oh, I know what you mean. Mr. Butler sold them to you for me. He knows how to make them. He makes them of cow's skin. He has to tan the skin. Is that all that we get from cows?

No; where did this comb come from?

Let the dog see it. He could tell if he could speak. He likes to tease old Kate. Kate is cross to him. I saw her toss him the other day. Here, Jack, you seamp! Let me teach you something.

Who likes to te^{as}e old Kate? Can you tell us where this cōm^b cām^e from? Does it look like anything Kate has? What did she make you fe^{el} on Frīday? Do you kē^ep a way from her now-a-days? Do you think she wants to kill you?



Never fē^ar! She can not reach you here. But do not go too clōs^e to her. It is not saf^e to do so. Kē^ep a way from all cows. That is all they want dogs to do. By and by you will know that.

Let Jack alōng^e. Dogs do not know anything of cōm^bs. But they like be^ef. That is the me^at of cows. And they eat trīp^e. That comes from cows, too.

were heard was

An*η* and Kate were out at play. It was a clear fall day. They were looking up at the sky. They saw something fly over the tre*es*. It lit on an old oak. They heard it sing. What do you supp*ose* it was? Have you ever heard one sing?

“Oh, look at that!” said An*η*. “And do hear it! Have you ever heard any thing so sweet?”

“Oh, yes,” said Kate. “I have heard it many times. Could you trill like that?”

“You know I could not,” said An*η*. “My singing is that of a girl. There! The sweet thing has flown away. Now let us sing a little. I will teach you how.”



The girls sat down on a stōnē. Mr. Crānē saw them sitting there. He heard them singing.

"How well Anȳ is get^{ing}!" he said.

"Yes," said Kate's mother. "It did her good to come here. How pālē she was the day she eāmē!"

"But her aehēs and pāiñs seem to be all over. And she eats mōrē than she did. Here she comes with Kate. How do you fēel to-day, Anȳ?"

"Ōh, I am doing well," said Anȳ. "You are all sō kind to me. And I can look at the ōpēn skȳ here. I can not see much of it at mother's. They have soft eōal there. That makes too much smōkē. The skȳ is never clēar."

"Does it look like rājn there?" said Kate.

"Yes, mōst of the tīmē," said Anȳ. "Cōkē does not make much smōkē. It makes a clēan firē. It gives good heat, too. And it does not eōst much."

"What were you singing," said Kate's mother. "I heard you here, but I could not tell."

"Ōh, we were trȳing to trill. Anȳ was teaching me," said Kate. "She is a fīne teacher."

"Well, it is supper tīmē now," said her mother. "Let us have some eākē and tēa."



L. Knauss.

MAY AND HER PETS.



